VIEWS OF THE DIRECTLY RELATED STUDY HOUR AS

UTILIZED IN INDUSTRIAL COOPERATIVE

TRAINING PROGRAMS IN OKLAHOMA

By

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CHAPTER I

INTRODUCTION

The history of cooperative education can be traced to the early
1900's. Dean Schneider of the University of Cincinnati was credited
with the development of one of the first plans to give students
practical job experience through the use of local industries (8).

Through the years, cooperative programs have been known by many
names and were used with many different groups of people. In the
opinions of many people who consider cooperative vocational education
to be a "sleeping giant," its great potential may have been directly
responsible for such phenomenal growth.

In 1961, the American Vocational Association made the suggestion
that all Trade and Industrial Cooperative Education Programs utilize
the name Industrial Cooperative Training to simplify matters (15).

The development of a new title in no way altered the fact that
Industrial Cooperative Training (ICT) programs are a bi-product of the
beginning of vocational education. Vocational education has, through
the years, established itself as a highly significant and productive
form of education. The ICT programs have and will continue to fulfill
a great need in the community, as well as in the comprehensive high
school.

The training activities utilized in ICT can be divided into four
main areas: "on-the-job" training, ICT directly related study, ICT

general relations study, and Vocational Industrial Clubs of America
(VICA) activities. To investigate the ICT directly related hour of
study as it is utilized in Oklahoma ICT programs is a primary moti-
vation of this study. This hour of study is primarily concerned with
the discovery of technical knowledge directly related to the training
students are receiving from a skilled tradesman on the job. This
period is conducted as an individualized, teacher-coordinator super-
vised study period with the coordinator giving as much assistance to
the individual learner as possible.

<div align="center">Statement of the Problem</div>

Previously, the research on ICT programs appeared to be based
exclusively on data from three sources: (1) survey of graduates to
compare cooperative programs to day-trade programs, (2) graduate
follow-up surveys, and (3) surveys of graduates to establish their
opinion of the training they received (7). There is a definite need to
research the organized body of knowledge of the activities of ICT
programs to justify many of the practices in instruction and super-
vision. This study is designed to investigate one area of ICT--the
directly related hour of training. This individualized instruction,
which in many cases appears to be worthwhile, has reached a point where
a systematic check needs to be made to examine what is occurring.

<div align="center">Purpose of the Study</div>

The plan of this study is to analyze the opinions of the ICT
teacher-coordinators, local administrators, and selected ICT training
stations concerning the procedures followed during the directly related

study hour in ICT programs in Oklahoma.

The findings of this study may enable interested people, who are connected with ICT programs, to visualize better the directly related study hour as it is now administered. By using these results, necessary changes could possibly be instituted.

Objectives

The following objectives (applicable in most cases to all three areas being sampled) must be attained in this study is to accomplish its purpose. These objectives are to discover:

1. if there is a relationship between the successful programs and their length of time in the system;

2. the number of credits being earned by students enrolled in ICT programs in Oklahoma;

3. if there is an awareness that the directly related study time is available;

4. the level of trade knowledge when comparing ICT students to working, non-ICT students;

5. the adequacy of training materials;

6. the use of available funds;

7. if there is a need for further research into the availability of individualized instructional materials;

8. the order of importance of training and activities used in the ICT programs;

9. if there is a need for further training of ICT teachers to better prepare them for administering the directly related hour.

Definition of Terms

The following definitions are submitted for use in this study:

1. <u>Industrial Cooperative Training (ICT) Program</u> - a joint
   effort of schools and industry to provide on-the-job training
   for high school juniors and seniors in occupational areas of
   their choice.

2. <u>Teacher-Coordinator</u> - an individual employed to correlate all
   helpful agencies in a training program designed to meet the
   needs of learners in an ICT program.

3. <u>Training Station</u> - the shop where the student receives his
   practical work experience.

4. Areas of training utilized in ICT:

   a. <u>On-the-job training</u> - the training the students acquire
      under the supervision of a skilled tradesman in a training
      station.

   b. <u>Directly related study</u> - the instruction used in class
      to provide information of technical nature related to
      each student's particular trade.

   c. <u>General relations study</u> - the information presented by
      the teacher-coordinator which pertains to all students
      no matter where they are training.

Limitations of the Study

This study is limited to ICT programs which are operating out of
comprehensive high schools in the state of Oklahoma. By using these
programs, there appear to be fewer variables affecting the operation

of the ICT program. Since ICT programs were originally set up under

the same format, changes which have been made in the directly related

study hour will be presented in this paper.

This study is also limited to the administrators over these ICT

programs and 10 training stations from each community.

CHAPTER II

REVIEW OF LITERATURE

Literature about cooperative vocational education is plentiful.
However, it has not been the object of this study to elaborate on all
of this literature. It is the purpose of this study to present infor-
mation which will justify cooperative vocational education.

As stated by Smith (15) today's complex society and industrial
world are creating an increasingly large number of problems for the
students who, upon graduation from high school, are citizens and
potential employees. It is, therefore, the job of the coordinators
to help these students become better prepared to face these demands.
The coordinators are basing these needs on the realization that society
not only depends on the ability of its workers to develop personal,
social, and civic competency, but also requires its citizens to be
occupationally proficient (6).

ICT is a part of the specialized education program in our high
schools, and can by no means be handled with the same techniques or in
the same type of facilities as academic classes (5, 11, 12).

Since ICT students are direct representatives of the school in
their community, it is extremely important to use careful judgement in
selection of training stations. Wallace (16) points out that, in the
beginning, few training stations are perfect. In fact, one of the
most important roles of the coordinator is the development of training

stations which have a commitment to the educational enterprise.

Success of an ICT program appears highly related to:

1. The student with a desire in a field of interest, as well as a good attitude toward work and good work habits.

2. The school is responsible for providing a qualified teacher-coordinator for the ICT program to act as a representative of the school while working with employers, students, and parents.

3. The employers must provide experience that will enable the student to acquire knowledge and skills that will aid him in becoming vocationally competent, and provide a wage suitable for the time spent on the job.

4. The parents are responsible for keeping the student in school, and at his training station each day, and for giving prior notice to the school and the employer for any unavoidable absence.

As a result of successfully completing the ICT program, a student may have attained: (a) basic skills and essential technical information for full-time employment in a chosen occupation, (b) a sense of responsibility, and a proper attitude toward work and society, (c) good work habits and appreciation of tools, machines, and materials, (d) leadership ability as indicated by his loyalty, cooperation, and initiative on the job, and (e) a good employment record (11).

One of the more difficult aspects of the ICT program is in the evaluation of trade or occupational knowledge acquired from individualized study during the directly related study hour. Harris appears not to imply this cannot be done, or that it is not being

done, but that the coordinator must be extremely careful and prepare for this important responsibility with considerable thoroughness (6). Bell (2), Milstead (10), New Jersey State Department of Education (12), and Wallace (16) all agree the directly related study hour is a significant and economically feasible method of training youth for employment. Due to the importance placed upon this training, a wide range of methods for presenting this material has been developed through:

1. Self-instruction

2. Self-instruction with telelecture

3. Self-instruction with the teacher-coordinator as monitor

4. Lecture-discussion

5. Programmed instruction

6. Film plus discussion

7. Game techniques

The purpose of this paper is to discover which of these techniques is being utilized and whether changes in the directly related study hour appear to be indicated.

CHAPTER III

METHODOLOGY

This report is a summary of the views and opinions of three different groups of people who have one common interest, but totally different relations to ICT. To acquire the necessary information, three questionnaires were developed. The general objective of all the survey forms was the same, but each form was worded differently.

The questionnaires employed were brief and required only the marking of an appropriate response.

The coordinators were surveyed at Vocational Teachers' Conference, August, 1974. All but four of the questionnaires (Appendix A) were returned. A second questionnaire and the employer list forms were mailed with a cover letter (Appendix B) to the four coordinators who did not return their questionnaires at August Conference. A separate cover letter (Appendix C) and the selected training station form (Appendix E) were sent to the other coordinators. The requirement of a second mailing (Appendix D) was due to the poor response from the coordinators on their selected training stations list.

The administrators were surveyed by mail (Appendices F and G) with a return envelope enclosed. Only one mailing was required.

The selected training stations were also surveyed by mail (Appendices H and I). The names and addresses were furnished by the coordinators.

Information from these surveys offers a better evaluation of what is transpiring during the directly related study hour, and too, how it may lead to improvement in obvious weaknesses.

Population

The population of this study was:

1. All ICT coordinators in Oklahoma with programs in comprehensive high schools excluding the school of the writer;

2. all administrators over the above ICT programs;

3. ten selected training stations associated with each ICT program.

Each coordinator was requested to supply the names and addresses of ten ICT training stations so they could be surveyed by mail.

CHAPTER IV

REPORT OF THE SURVEY

Introduction

This study was designed to evaluate the relative strengths and
weaknesses of the directly related study hour as it is utilized in
ICT programs in Oklahoma. This chapter presents the results of the
study in logical sequence and in detail.

Administration of the Questionnaires

A questionnaire and a verbal explanation was given to the ICT
coordinators at Vocational Teachers' Conference, August, 1974. They
were asked to provide addresses of ten training stations. This was
done on a form mailed to the coordinators during the first week of
school.

A questionnaire for each program, a cover letter, and a self-
addressed stamped envelope were sent to all superintendents having an
ICT program in his system.

A questionnaire, cover letter and self-addressed stamped envelope
were sent to each training station whose name appeared on the list
provided by the ICT teacher-coordinator.

Survey Data

The data from the questionnaires is divided into three areas. These areas are: (1) ICT teacher-coordinator opinions; (2) administrator opinions; and (3) selected training stations. Each area is displayed separately and is broken down into such areas as it applies to that particular questionnaire.

The responses to the questions are listed as to the frequency of the response, and the percentages are determined for each response in relation to the number of questionnaires returned. The data, from these responses, will be displayed in tabular form.

Coordinators' Questionnaire

The coordinators' questionnaire is divided into eight areas. These areas are: (1) experience as an ICT teacher-coordinator; (2) credits available to students in individual programs; (3) opinions on the importance of training areas utilized in ICT; (4) number of training stations utilized; (5) views on the adequacy and availability of training materials; (6) use of available funds; (7) opinions on the possibility of more training for teacher-coordinators as well as some instructional aids for directly related study; and (8) analysis of the directly related study hour.

Experience of Respondents

The experience of the teacher-coordinators was requested to show the duration of involvement with ICT programs. The first two questions on the coordinator questionnaire were designed for that purpose.

Table I reveals 11 (37.9 per cent) had one or two years of experience. This was the largest percentage of coordinators responding.

Table I also indicates that nine (31.0 per cent) of the coordinators responding had three to five years experience, while five (17.2 per cent) had six to ten years experience. Of those responding, only four (13.9) per cent had 11 years or more experience as an ICT teacher-coordinator.

Table I further indicates the percentage of years a coordinator has spent in his present position is exactly the same as the first question. Eleven (37.9 per cent) were at their present position one or two years, nine (31.0 per cent) had been there three to five years, five (17.2 per cent) had six to ten years at their present position, and only four (13.9 per cent) had 11 years or more with their particular school system.

TABLE I

TEACHER EXPERIENCE

How long have you been an ICT coordinator?

	1-2 Years	3-5 Years	6-10 Years	11 Years or more
Number	11	9	5	4
Per cent	37.9	31.0	17.2	13.9

How long have you been in your present position?

	1-2 Years	3-5 Years	6-10 Years	11 Years or more
Number	11	9	5	4
Per cent	37.9	31.0	17.2	13.9

Number of Credits Being Earned by ICT

Students

The coordinators were asked how many credits students enrolled in ICT would receive. Table II illustrates that the majority of programs in the state are offering a three-credit program to its students in ICT.

TABLE II

CREDITS

How many credits per year do the students in your ICT program receive?

	3 credits	2 credits	Combination
Number of programs	17	7	4
Per cent	58.6	24.1	13.9

Coordinators' Views as to the Importance

of Training Areas

The coordinator was asked to rate the different areas of training utilized in the ICT program to reveal where the emphasis of instruction is occurring.

Table III illustrates this was done by means of marking a number one (1) next to the area of most importance, and the least important given the symbol four (4). In cases where the respondent felt

several areas were of equal importance, they were asked to mark them
with the same number. It is apparent a large group of the coordinators
felt on-the-job training (OJT) was most important since 14 (48.3 per
cent) rated OJT number one and 10 (34.5 per cent) rated OJT second in
importance. Relations training was also rated high in importance. Ten
(34.5 per cent) rated relations number one and 12 (41.4 per cent) rated
relations number two. These two areas of training, OJT and relations
training, represent the areas viewed highest in importance.

TABLE III

IMPORTANCE OF TRAINING AREAS

In your opinion, which of the areas of training utilized in ICT are
of most importance? Please number in order of importance, starting
with 1. If you feel several areas are of equal importance, put the
same number next to all those areas.

Ratings	1	2	3	4
Directly related study				
Number	8	7	11	2
Per cent	27.8	24.1	37.9	6.9
On-the-job training				
Number	14	10	4	0
Per cent	48.3	34.5	13.9	0
Relations Training				
Number	10	12	4	2
Per cent	34.5	41.4	13.9	6.9
VICA Activities				
Number	2	4	4	18
Per cent	6.9	13.9	13.9	62.0

Number of Training Stations Utilized

The coordinator was asked to indicate the number of different types of training stations utilized during the preceding school year. Table IV reflects these responses. Table IV shows 86.2 per cent of the coordinators are utilizing from 11 to 25 types of training stations in the placement of their students.

TABLE IV

TRAINING STATIONS UTILIZED

How many different types of training stations did you utilize during the 1973-74 school year?

Stations Utilized	10 or less	11-15	16-20
Number	1	8	8
Per cent	3.4	27.6	27.6
	21-25	26 or more	Do not Know
Number	9	1	1
Per cent	31.0	3.4	3.4

Training Stations Utilized	11 to 25
Number	25
Per cent	86.2

<u>Views on Adequacy and Availability of</u>

<u>Training Materials</u>

The coordinators were asked four questions which required an opinion from the coordinator in relation to training materials for use during the directly related study hour.

Table V indicates that, in the opinion of the ICT coordinators, there is not adequate material available and they lack sufficient training materials.

TABLE V

VIEWS ON TRAINING MATERIALS

In your opinion, for how many of the training stations utilized during the 1973-74 school year do you have adequate material for directly related study?

<u>Training Stations</u>	<u>10 or less</u>	<u>11-15</u>	<u>16-20</u>
Number	14	5	6
Per cent	48.3	17.2	20.7

<u>Training Stations</u>	<u>21-25</u>	<u>26-more</u>	<u>All stations</u>
Number	0	1	2
Per cent	0	3.4	6.9

Do you feel you have adequate materials for proper implementation of the directly related study hour?

	<u>Yes</u>	<u>No</u>	<u>Do Not Know</u>	<u>No Answer</u>
Number	5	21	2	1
Per cent	17.2	72.4	6.9	3.4

In your opinion, is the availability of materials for use in the directly related hour adequate?

	<u>Yes</u>	<u>No</u>	<u>Do Not Know</u>	<u>No Answer</u>
Number	5	21	2	1
Per cent	17.2	72.4	6.9	3.4

TABLE V (Continued)

Is there a need for the availability of more materials for use in the ICT directly related study hour?

	Yes	No	No Answer
Number	28	O	1
Per cent	96.5	O	3.4

Use of Available Funds

Since an area of interest was the opinion of coordinators as to the adequacy of materials for administering the directly related study hour, an inquiry was made to discover the number of coordinators who utilized funds which were made available for that purpose. This was done by inquiring how many of the coordinators had utilized the $350 made available by the State Department of Vo-Tech Education during the 1973-74 school year. Table VI displays this response.

TABLE VI

USE OF AVAILABLE FUNDS

Did you utilize the $350 made available by the State Department for purchase of directly related materials?

	Yes	No	No Answer
Number Coordinator	19	8	1
Per cent	65.51	27.58	3.4

Opinions on Teacher Training

The coordinators were asked two questions which reflected their
feelings concerning their training. These were not intended to evaluate
the coordinators previous training as it related to his job, but to
discover his feelings on additional training which possibly could be
provided. This training would be provided to better qualify the
coordinator for administering the directly related study period. Also,
the coordinators were asked if they could benefit from a guide for
administering this period. In both these questions, the responses
were greatly in favor of more training, and of a guide, as is shown
in Table VII.

TABLE VII

OPINIONS ON TEACHER TRAINING

Do you feel some course of training on application of individualized
instruction should be made available for ICT coordinators?

	Yes	No	No Answer
Number Coordinators	27	1	1
Per cent	93.1	3.4	3.4

Would a guide for use in administering the directly related study hour
be of benefit to you as an ICT teacher?

	Yes	No	No Answer
Number Coordinators	25	3	1
Per cent	86.2	10.3	3.4

Analysis of Directly Related Study Hour

The coordinators were asked to mark items that applied to their program. A list of 10 items which ranged from relevant items about the directly related study period to non-relevant items. Each coordinator was asked to mark only the items which applied to his program. The results of this question are displayed in Table VIII.

TABLE VIII

ANALYSIS OF DIRECTLY RELATED STUDY HOUR

If you were to analyze the directly related hour of study in your program, which of the following items would apply? Please check (v) all items that apply.

	Number Coordinators	Per Cent
A. Excellent, could not be improved in any way	0	0
B. A waste of time and money	0	0
C. Used as a selling point to establish training stations	23	79.3
D. Completely misused by students	3	10.3
E. Completely misused by coordinator	0	0
F. Necessary for the success of the program	21	72.4
G. Lack necessary materials	21	72.4
H. Lack State Funds	16	55.2
I. Lack local funds	16	55.2
J. Lack knowledge as how to apply this training	5	17.2

Administrators' Questionnaire

The administrators' questionnaire is divided into six different areas of interest. These are: (1) administrative experience with ICT program, (2) background of ICT program and credits earned by students, (3) opinions on the importance of training areas utilized in ICT, (4) availability and use of funds for ICT, (5) opinions as to whether ICT is fulfilling the needs of the community, (6) opinions on the adequacy of training materials for directly related study.

Administrative Experience With ICT

The administrator was asked how long he had been associated with an ICT program. This question was asked to evaluate better the administrations' understanding of the ICT program. As is displayed in Table IX, the majority of the administrators (81.5 per cent) have had six or more years association with ICT programs.

TABLE IX

ADMINISTRATORS' EXPERIENCE WITH ICT

In your administrative career, how long have you been associated with ICT programs?

	5 Years or Less	6-10 Years	11 Years-More
Number	5	13	9
Per cent	18.5	48.1	33.3

<u>Background of ICT Program and Credits</u>

<u>Earned by Students</u>

Background information about the program was requested to reveal the knowledge level of the administrators in relation to ICT programs. This was accomplished by three questions by which the administrators reported how long the school had an ICT program, how long the teacher-coordinator had been employed, and how many credits each student receives. The results are displayed in Table X.

TABLE X

BACKGROUND OF ICT PROGRAM AND CREDITS
EARNED BY STUDENTS

How long has your school had an Industrial Cooperative Training Program?

	1-2 Yrs.	3-5 Yrs.	6-10 Yrs.	11 Yrs/More	Do Not Know
Number	1	2	3	20	1
Per cent	3.7	7.4	11.1	74.1	3.7

How long has your present teacher-coordinator been in that position?

	1-2 Yrs.	3-5 Years	6-10 Years	11 Yrs/More
Number	9	6	8	4
Per cent	33.3	22.2	29.6	14.8

How many credits per year do the students in ICT receive?

	3 credits	2 credits	Combination	Do Not Know
Number	15	5	5	2
Per cent	55.6	18.5	18.5	7.4

Views on Importance of Training Areas

Table XI indicates that 85.2 per cent of the administrators marked on-the-job training in either first or second place of importance. Seventy and four-tenths per cent marked directly related study either first or second in importance, 25.9 per cent rated relations first or second. VICA activities did not receive a first or second place ranking.

TABLE XI

VIEWS ON IMPORTANCE OF TRAINING AREAS

In your opinion, from your knowledge of the ICT program, which of the areas of training utilized in ICT programs are most important? Please number in order of importance starting with 1.

Rating	1	2	3	4	
Directly related study					
Number	7	12	5	0	
Per cent	25.9	44.4	18.5	0	
On-the-job Training					
Number	16	7	1	0	
Per cent	59.3	25.9	3.7	0	
Relations (indirect related study)					
Number	2	5	10	5	
Per cent	7.4	18.5	37.0	18.5	

Rating	1	2	3	4	Do Not Know
VICA Activities					
Number	0	0	9	14	3
Per cent	0	0	33.3	51.9	11.1

Availability of Funds

Six questions were asked about the knowledge and use of funds on a state-wide basis. This included a question concerning local funds which were provided in the budget for use by the ICT coordinator. The overwhelming trend is illustrated in Table XII. It shows a very large per cent of the administrators were aware of available money, but a somewhat smaller per cent utilized the available money. Also, the fact is indicated that a small per cent of the administrators responding budget local funds for use by the ICT coordinator.

TABLE XII

AVAILABILITY OF FUNDS

Were you aware that the State Department of Vo-Tech Education made available matching funds for purchase of equipment during the 1973-74 school year?

	Yes	No
Number	26	1
Per cent	96.3	3.7

Did you and your ICT coordinator make use of these funds?

	Yes	No	No Response
Number	24	2	1
Per cent	88.9	7.4	3.7

During the 1973-74 school year, $350 was made available to ICT coordinators to purchase technical study material for use in directly related study. Were you aware this money was available?

	Yes	No	No Response
Number	23	2	2
Per cent	85.2	7.4	7.4

TABLE XII (Continued)

Did your coordinator utilize these available funds?

	Yes	No	Do Not Know	No Response
Number	21	4	0	2
Per cent	77.8	14.8	0	7.4

In your budget, is there a definite amount of funds set aside for use by the ICT coordinator?

	Yes	No	No Response
Number	10	16	1
Per cent	37.0	59.3	3.7

Opinions on ICT Program Fulfilling

Community Needs

The administrators were also asked if, in their opinion, the ICT program in their school was fulfilling the needs of their community. Table XIII illustrates that 85.2 per cent of the administrators feel the needs of the community are being met. One fact must be brought out--the only condition of this question was that the student could gain full-time employment upon graduation. It required only a simple "yes" or "no" answer.

TABLE XIII

OPINIONS ON ICT PROGRAMS FULFILLING
COMMUNITY NEEDS

In your opinion, is the ICT program in your school fulfilling the
needs of the community in respect to providing students with enough
training to gain full-time employment in their trade area upon
graduation?

	Yes	No	Do Not Know	No Response
Number	23	3	0	1
Per cent	85.2	11.1	0	3.7

Opinions on Adequacy of Training Materials

The administrators were requested to mark their opinion con-

cerning whether the ICT program in their system had adequate materials

for use in the directly related study period. The majority of the

administrators felt materials were adequate.

TABLE XIV

OPINIONS ON ADEQUACY OF TRAINING MATERIALS

Do you feel the ICT program in your system has adequate materials
available for use in the directly related study hour?

	Yes	No	Do Not Know	No Response
Number	20	5	1	1
Per cent	74.1	18.5	3.7	3.7

Questionnaire for Selected Training Stations

The training station's questionnaire can be divided into five (5)
main areas. These are (1) employer's experience with ICT program;
(2) employer's knowledge and awareness of the ICT program; (3) famili-
arity and development of a training plan; (4) distinguishable dif-
ference between ICT students and other young workers; (5) materials
for directly related study.

Employer's Experience

The selected training stations were asked how long they had been
associated with ICT programs. As is illustrated in Table XV, 64.7
per cent of the employers had been associated with the ICT program for
fewer than five years.

TABLE XV

EMPLOYER'S EXPERIENCE

How many years have you been utilizing ICT student trainees? Please
estimate if not known.

	1-2 Yrs.	3-5 Yrs.	6-10 Yrs.	11 Yrs./More
Number	46	42	23	24
Per cent	33.8	30.9	16.9	17.6

Employer's Knowledge and Awareness

The employers were asked two questions which related to the training received by the ICT student. The knowledge of this training could possibly have some effect on utilization of the ICT students. Table XVI illustrates the results of these questions.

TABLE XVI

EMPLOYER'S KNOWLEDGE AND AWARENESS

Are you aware that time in class is set up for the students to study technical material which actually applies to their trade?

	Yes	No	No Reply
Number	117	50	12
Per cent	86.0	12.5	1.5

Is the technical knowledge received in the directly related study hour the main reason you use ICT students?

	Yes	No	Do Not Know	No Reply
Number	37	89	8	2
Per cent	27.2	65.4	5.9	1.5

Training Plan

Two questions were asked of the training stations which pertained to the student training plan. This was done because the skills the students learn on-the-job should relate closely to the technical

knowledge studied during the directly related study period.

Table XVII indicates that 82.4 per cent (112) of the training stations were aware of what the training plan is and for what it is used. Only 52.2 per cent (71) helped develop one.

TABLE XVII

TRAINING PLAN

Are you familiar with what a student training plan is? And what it is used for?

	Yes	No	Do Not Know	No Reply
Number	112	21	1	2
Per cent	82.4	15.4	.7	1.5

Did you help develop a training plan for the students under your supervision?

	Yes	No	Do Not Know	No Reply
Number	71	58	3	4
Per cent	52.2	12.6	2.2	2.9

Comparison of ICT Students to Other Employees

The employers were asked if they could distinguish any difference between the ICT student and other young employees. This was done to establish if the training being received by ICT students is beneficial. As Table XVIII illustrates, 34.6 per cent of the employers said they were unable to compare the ICT student and other employees.

TABLE XVIII

COMPARISON OF ICT STUDENTS TO OTHER EMPLOYEES

Do you employ high school students who are not in the ICT program?

	Yes	No	No Reply
Number	77	58	1
Per cent	56.6	42.6	.7

Is there any distinguishable difference between the trade knowledge and skill of the ICT student as compared to the other student employees or other young beginning employees?

	Yes	No	Cannot Compare	No Reply
Number	51	34	47	4
Per cent	37.5	25.0	34.6	2.9

Does the ICT student display greater knowledge and skill than young beginning or student employees?

	Yes	No	Cannot Compare	No Reply
Number	52	43	34	7
Per cent	38.2	31.6	25.0	5.1

Training Materials

The last group of questions on the training station questionnaire referred to training materials which could be utilized in the directly related study period. Many of the training stations have, or could provide, material for use during this period. Questions were asked to discover just how many training stations would be willing to provide materials.

Table XIX reveals 51, or 37.5 per cent have ever been asked to
provide materials. Yet, 91, or 67.0 per cent of the training stations
do have materials which could be utilized for directly related study.
There were 38, or 27.9 per cent who said they would be willing to buy
materials to be placed in the ICT library.

TABLE XIX

TRAINING MATERIALS

Do you have materials that could be utilized for technical study
during the directly related study hour?

	Yes	No	Do Not Know	No Reply
Number	91	35	7	3
Per cent	67.0	25.7	5.1	2.2

Has your ICT coordinator ever asked you to furnish materials for use in
the directly related study hour?

	Yes	No	No Reply
Number	51	83	2
Per cent	37.5	61.0	1.5

Would your company be interested, or willing, to purchase materials
such as books, journals, subscriptions, etc. to be placed in the ICT
library for use by the students as technical study materials?

	Yes	No	Do Not Know	No Reply
Number	38	51	45	2
Per cent	27.9	37.5	33.0	1.5

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to evaluate the relative strengths

and weaknesses of the directly related study hour as it is being

utilized in ICT programs in Oklahoma. Questionnaires were given to 30

ICT teacher-coordinators at August Vocational Teachers' Conference

of which 29, or 96.7 per cent, were returned. Questionnaires were also

sent to 190 selected training stations which utilize ICT students.

One hundred thirty-six, or 71.6 per cent, of these were returned. The

data received was displayed in tabular form with the results of each

questionnaire being presented separately.

The data revealed that 20, or 69.0 per cent, of the coordinators

had five years or fewer experience as an ICT coordinator, while 88, or

64.7 per cent, of the training stations also had fewer than five years

experience with ICT programs. At the same time only five, or 18.5

per cent, of the administrators had five years or fewer experience with

ICT programs. The survey further revealed that 23, or 77.8 per cent,

of the administrators responding indicated the ICT program in their

system had been there for six years or longer.

Another area was investigated to find how many programs in

Oklahoma were still offering three-credit programs. The coordinators

responding revealed 17, or 58.6 per cent, still offered three-credit

programs, while 15, or 55.6 per cent, of the administrators thought

they were offering the three-credit course.

Views by the administrators and coordinators on how they would rate

the different training areas utilized in ICT revealed 24, or 82.8 per

cent, of the coordinators and 23, or 85.2 per cent, of the adminis-

trators rated the on-the-job training in first or second place as the

most important area. Also peculiar was the fact that 22, or 75.9 per

cent, of the coordinators rated relations training in first or second

place of importance while the same rating was marked by seven, or

25.9 per cent, of the administrators. It was also disclosed that only

51, or 51.7 per cent, of the coordinators rated directly related study

in first or second place of importance while the number of adminis-

trators rating it first or second was 19, or 70.4 per cent. Another

fact revealed was that only four, or 20.8 per cent, of the coordinators

rated VICA in first or second place and no administrators felt it rated

first or second among the areas of importance.

In analyzing the results of the surveys it was found that 26, or

96.3 per cent, of the administrators were aware of the availability of

matching funds and 24, or 88.9 per cent, of the programs utilized these

funds. While 23, or 85.2 per cent were aware of the $350 made

available for purchasing materials for directly related study, 21, or

77.8 per cent of the administrators indicated they utilized this money;

19, or 65.5 per cent, of the coordinators indicated they utilized this

money.

The administrators were also asked if they felt the ICT program

in their system had adequate materials and 20, or 74.1 per cent,

indicated they felt they had enough materials while only five, or 17.2 per cent, of the coordinators felt they have adequate materials for proper implementation of the directly related study hour. At the same time, only 10, or 37.0 per cent, of the administrators indicated they set aside a definite amount for use by the ICT coordinator.

The need for more materials might be inferred when 28, or 96.6 per cent of the coordinators indicated there was a need for the availability of more materials; yet, 38, or 27.9 per cent, of the training stations stated their company would be willing to purchase materials. Only 51, or 37.5 per cent, of the training stations were asked by the ICT coordinator to furnish materials, and 91, or 67.0 per cent of the training stations indicated they already had materials which could be utilized during directly related study period.

The training stations were also asked to indicate if the technical knowledge received in the directly related study hour was the reason for utilizing ICT students, 37, or 27.2 per cent, stated this was the case. Also 51, or 37.5 per cent, of the training stations stated there was a distinguishable difference between the trade knowledge and skill of the ICT students as compared to other young employees. Seventy-one, or 52.2 per cent, of the training stations helped develop a training plan for the student under their supervision.

The coordinators were asked how many training stations they utilized during the preceeding year, and it was found that 18, or 62 per cent, utilized sixteen or more different types of training stations, yet 19, or 65.51 per cent, of the coordinators, indicated they had adequate material for fifteen or fewer of these training stations.

An interesting point was revealed when the coordinators were asked if a guide for administering the directly related study hour would be beneficial and 25, or 86.2 per cent, indicated it would be. The coordinators were also asked if a course of training on applying individualized instruction should be made available, 27, or 93.1 per cent, indicated a course should be made available.

The coordinators were also asked to analyze the directly related hour of study in their program. There were no coordinators who marked it excellent, waste of time and money, or misused by the coordinator. Twenty-three, or 79.4 per cent, indicated the directly related study period was a selling point in establishing new training stations; 21, or 72.4 per cent, indicated it was necessary for the success of the program, but the same number of coordinators stated they lack necessary materials. Sixteen, or 55.2 per cent, of the coordinators feel there is lack of state and local funds for directly related study.

Conclusions

This section is devoted to conclusions that were made on the basis of the data collected in this study.

1. The fact that 20 ICT programs have been in operation for 11 years or more and there are only three programs less than five years old indicates the ICT programs, after becoming established in the system, are intricate parts of that system.

2. The data showed that 17 programs in Oklahoma are offering the full three-credit program to its ICT students which affords them the best opportunity for acquiring the necessary

information and skill to master their chosen trade. The
data also indicates seven programs are offering only two
credits which limits the opportunities of the students.

3. The fact that 117 of the selected training stations were
aware that class time is spent studying material related to
their job is a good indication why 37 training stations
cooperated with ICT programs.

4. The data revealed that 34 of the training stations were
unable to compare their ICT employees to other young
employees, while 51 training stations indicated there was a
distinguishable difference between ICT students and other
young employees, and 52 said the ICT student displayed
greater trade knowledge and skill.

5. It can be concluded from the information received that there
are differing views concerning training materials. There
were 91 training stations which indicated they had training
material that could be utilized for directly related study
and an additional 38 training stations indicated they would
be willing to purchase materials for the ICT program. Only
51 training stations have ever been asked to provide
materials. There were 20 administrators who felt the ICT
program in their system had adequate materials for use in the
directly related study hour.
The coordinators indicated a definite need for more materials
since only five coordinators indicated they had materials to
implement properly the directly related study. Nineteen
coordinators reported to have materials for fewer than

fifteen training stations; yet 71 of the coordinators are utilizing sixteen or more different training stations.

6. The data provided a slight contradiction in relation to the use of available funds. This is 23 administrators indicated they made use of the $350 available during the 1973-74 school year from the state department, while only 19 coordinators indicated they utilized these funds. Twenty-six administrators indicated they were aware of the matching funds available during the 1973-74 school year, and 24 of those administrators made use of those funds.

7. The point arose that the coordinators feel there is a definite need for the availability of more materials for use in the ICT directly related study hour, and 28 coordinators made this indication. This fact was also emphasized when only five coordinators indicated the availability of materials is sufficient for proper implementation of the directly related study hour.

8. The data showed that, in the opinion of both administrators and coordinators, the most important area of training utilized in ICT is the on-the-job training. This indicates their understanding of the importance of the use of local industry to train students in their chosen trade. The relations training was considered of next importance by the coordinators since there is a growing need for employees to know how to get along on-the-job. The administrators felt the directly related study was second in importance. Both groups felt VICA activities were of least importance.

9. The coordinators indicated there is a definite need for more

    or better training to prepare them better for administering

    the directly related study hour. They also indicated the

    need for a study guide which could be used in administering

    the directly related study period.

Implications

This section is devoted to reporting subjective implications
based on data recorded in this study, and the author's knowledge
gained througn visitation with ICT teacher-coordinators.

Data revealed that 74.0 per cent of the administrators felt the
ICT program in their system had adequate materials for use in the
directly related study hour while only 17.2 per cent of the co-
ordinators felt they had adequate materials. At the same time, 70.4
per cent of the administrators rated the directly related study in
either first or second in importance among the areas of training
utilized in ICT. This implies the definite lack of communication
between the coordinator and the administrators concerning ICT directly
related study. This is apparent since so few coordinators felt they
had adequate materials yet only 37.0 per cent of the administrators
budget money for use by the ICT coordinator. The implication is
further revealed since 77.8 per cent of the administrators indicated
their coordinators utilized the $350 made available to them during the
1973-74 school year and only 65.5 per cent of the coordinators indi-
cated they utilized the available money.

Data also reveals the possible misuse of the directly related
study period by the students and teacher. This information was

indicated by question number 18 as well as by verbal comments by the coordinators.

Data revealed that 82.4 per cent of the training stations responding were aware of the training plan and what it was used for; yet only 52.2 per cent indicated they helped develop one. This indicates the fact that some coordinators are not doing their job as thoroughly as could be done. Also, 67 per cent of the training stations responding indicated they had materials which could be utilized for directly related study, but only 37.5 per cent had ever been asked to furnish materials; yet 27.9 per cent of them would be willing to purchase materials for the school. These three items imply the coordinators could possibly improve their situation by asking the training stations for a little more help.

<div align="center">Recommendations</div>

In view of the data presented, it is recommended that:

1. A course of instruction which deals with the application of individualized instruction be made a part of the ICT teacher-coordinators training.

2. A guide be developed which would help in the administration of the directly related study period.

3. A list of available materials which were developed for directly related study be made available to the ICT teacher-coordinators.

4. Funds be made available by the state and/or local administration on an annual basis for up-dating the directly related study library.

5. Books for directly related study be considered equipment and purchased with matching funds.

6. The ICT coordinators arrange meetings with their administrators on at least a once-a-semester basis to keep them better informed of the activities and needs of the ICT program.

7. The coordinators check with the training stations they are utilizing to see if they have materials or would be willing to provide materials for directly related study.

8. A study be conducted to evaluate the effectiveness of ICT directly related study when compared to programs which do not have directly related study.

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APPENDIX A

COORDINATORS' QUESTIONNAIRE

COORDINATORS' QUESTIONNAIRE

Name _____

School _____

Please circle the letter that best fits your situation.

1. How long have you been an ICT coordinator?

    A. 1-2 years   C. 6-10 years

    B. 3-5 years   D. 11 years or more

2. How long have you been in your present position?

    A. 1-2 years   C. 6-10 years

    B. 3-5 years   D. 11 years or more

3. How many credits per year do the students in your ICT program receive?

    A. 3 credits

    B. 2 credits

    C. Combination (some 2 and some 3)

4. In your opinion, which of the areas of training utilized in ICT are of most importance? Please number in order of importance starting with 1. If you feel several areas are of equal importance, put the same number next to all those areas.

    A. _____ directly related study

    B. _____ on-the-job training

    C. _____ relations training

    D. _____ VICA activities

5. How many different types of training stations did you utilize during the 1973-74 school year?

    A. 10 or less   C. 16-20   E. 26 or more

    B. 11-15   D. 21-25   F. Do not know
                                               (new
                                               teachers)

6. In your opinion for how many of these training stations do you have adequate material for directly related study?

    A. 10 or less   D. 21-25

    B. 11-15   E. 26 or more

                                      F. All training stations

7. Do you feel you have adequate materials for proper implementation of the directly related study hour?

    A. Yes   B. No   C. Do not know

8. In your opinion, is the availability of materials for use in the directly related hour adequate?

    A. Yes   B. No   C. Do not know

9. How many books do you have in your school's directly related material library? If not known, please estimate (give number _____.

10. How many of the books from the above group have a copyright date after the year 1965? If not known, please estimate (give number _____.

11. Did you utilize the $350 made available by the State Department for purchase of directly related material?

    A. Yes

    B. No

12. Do you feel some course of training on application of individualized instruction should be made available for ICT coordinators?

    A. Yes

    B. No

13. Would a guide for use in administering the directly related study hour be of benefit to you as an ICT teacher?

    A. Yes

    B. No

14. Is there a need for the availability of more materials for use in the ICT directly related study hour?

    A. Yes   B. No

15. If you were to analyze the directly related hour of study in your program, which of the following items would apply? Please check (v) all items that apply.

_____ A. Excellent, could not be improved in any way

_____ B. A waste of time and money

_____ C. Used as a selling point to establish training stations

_____ D. Completely misused by the students

_____ E. Completely misused by the coordinator

_____ F. Necessary for the success of the program

_____ G. Lack necessary materials

_____ H. Lack state funds

_____ I. Lack local funds

_____ J. Lack knowledge as how to apply this training

*16. How long has your program been a 2 credit or combination credit program?

A. 1-2 years   D. 11 years or more

B. 3-5 years   E. Do not know

C. 6-10 years

*17. Is there any specific reason why your program is a 2 credit or combination 2 or 3 credit program? Please state:

18. Please make any comments you have about the directly related study hour.

*Questions 16 and 17 are ONLY for coordinators with programs giving 2 credits or a combination of 2 and 3.

APPENDIX B

COORDINATORS' COVER LETTER

(Request for Employer List)

P. O. Box 849
Woodward High School
Woodward, Oklahoma 73801
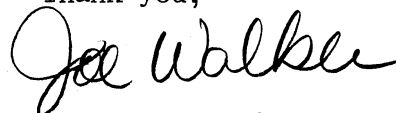
Dear

    In going through my questionnaires to see which coordinators have completed them, I did not find one with your name. If you have not completed my questionnaire, I would appreciate your filling out the one enclosed.

    Also I need your help so I can survey the employers. Please fill out the enclosed form so I may send my questionnaires to them.

    Please return the form and questionnaire in the enclosed self-addressed envelope.

Thank you,

Joe Walker, ICT
Teacher-Coordinator

APPENDIX C

COORDINATORS' COVER LETTER

(Employer List Only)
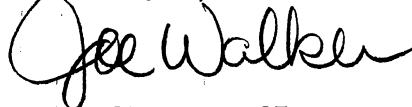
P. O. Box 849
Woodward High School
Woodward, Oklahoma 73801

Dear

    I would like to thank you for helping me with my thesis by
filling out my questionnaire. I still need your help since I must
survey ten training stations from each program to get the best
results.

    Please fill out the enclosed form of ten employers' names and
addresses and return to me as soon as possible in the enclosed
self-addressed stamped envelope.

Thank you,

Joe Walker, ICT
Teacher-Coordinator

APPENDIX D

COORDINATORS' COVER LETTER

(Second Mailing)

P. O. Box 849
Woodward High School
Woodward, Oklahoma 73801
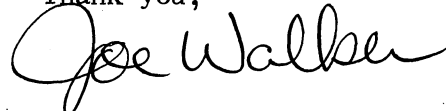
Dear

    I still need your help. Since it is essential to survey ten training stations utilized by each coordinator, I need you to fill out the enclosed form. Please fill out the name and address of ten training stations and return to me as soon as possible so I may complete work on my thesis.

    Enclosed you will find a copy of the employer questionnaire so you may see what information I am asking of each employer.

    Your cooperation will be greatly appreciated.

Thank you,

Joe Walker, ICT
Teacher-Coordinator

APPENDIX E

COORDINATOR SELECTED TRAINING STATION FORM

(Selected Training Stations)

Coordinator's Name _____

School Address _____

City _____

List of 10 Training Stations

1. Employer's Name _____

   Business Name _____

   Address _____

   _____

2. Employer's Name _____

   Business Name _____

   Address _____

   _____

3. Employer's Name _____

   Business Name _____

   Address _____

   _____

4. Employer's Name _____

   Business Name _____

   Address _____

   _____

5. Employer's Name _____

   Business Name _____

   Address _____

   _____

6. Employer's Name _____

   Business Name _____

   Address _____

   _____

7. Employer's Name _____

   Business Name _____

   Address _____

   _____

8. Employer's Name _____

   Business Name _____

   Address _____

   _____

9. Employer's Name _____

   Business Name _____

   Address _____

   _____

10. Employer's Name _____

    Business Name _____

    Address _____

    _____

Please return this to: Joe Walker, ICT
                         Woodward High School
                         P. O. Box 849
                         Woodward, Oklahoma   73801

A self-addressed envelope is enclosed.

APPENDIX F

ADMINISTRATORS' COVER LETTER

P. O. Box 849
Woodward High School
Woodward, Okla. 73801

Dear

     As a superintendent with an Industrial Cooperative Training
Program in your school system, I am very interested in your opinion
on a certain area of ICT.

     As you may know, the ICT program is divided into four basic
activities: 1. On-the-job training; 2. Relations study;
3. Directly related study; 4. VICA activities.
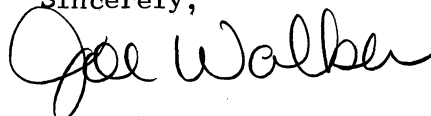
     I am writing a thesis on opinions concerning the directly
related study hour as it is utilized in ICT Programs in Oklahoma.
The results of my survey will be strictly confidential and displayed
only as percentages on tables in my thesis. This thesis is to
fulfill partial requirements for my Master of Science degree at
Oklahoma State University.

     This information is extremely important to me and my study,
since only forty schools in Oklahoma have ICT programs.

     Your prompt completion and return of this questionnaire in the
self-addressed stamped envelope will be greatly appreciated.

     Thank you for your assistance.

                                   Sincerely,

                                   Joe Walker
                                   ICT Teacher-Coordinator

APPENDIX G

ADMINISTRATORS' QUESTIONNAIRE

ADMINISTRATORS' QUESTIONNAIRE

Name _____

School _____

Please circle the letter that best fits your situation.

1. How long has your school had an Industrial Cooperative Training Program?

   A. 1-2 years   D. 11 or more years

   B. 3-5 years   E. Do not know

   C. 6-10 years

2. In your administrative career, how long have you been associated with ICT programs?

   A. 5 years or less

   B. 6-10 years

   C. 11 years or more

3. How long has your present teacher-coordinator been in that position?

   A. 1-2 years   C. 6-10 years

   B. 3-5 years   D. 11 years or more

4. How many credits per year do the students in ICT receive?

   A. 3 credits

   B. 2 credits

   C. Combination (some receive 2 credits, some receive 3 credits)

   D. Do not know

5. In your opinion, from your knowledge of the ICT program, which of the areas of training utilized in ICT programs are most important? Please number in order of importance starting with 1.

   A. _____ Do not know

   B. _____ Directly related study

C. _____ On-the-job training

D. _____ Relations (indirect related study)

E. _____ VICA activities

6. Were you aware that the State Department of Vo-Tech Education made available matching funds for purchase of equipment during the 1973-74 school year?

   A. Yes   B. No

7. Did you and your ICT coordinator make use of these funds?

   A. Yes   B. No   C. Do not know

8. During the 1973-74 school year, $350 was made available to ICT coordinators to purchase technical study materials for use in the directly related study. Were you aware this money was available?

   A. Yes   B. No

9. Did your coordinator utilize these available funds?

   A. Yes   B. No   C. Do not know

10. In your opinion, is the ICT program in your school fulfilling the needs of the community in respect to providing students with enough training to gain full-time employment in their trade area upon graduation?

    A. Yes   B. No   C. Do not know

11. In your budget, is there a definite amount of funds set aside for use by the ICT coordinator?

    A. Yes   B. No

12. Do you feel the ICT program in your system has adequate materials available for use in the directly related study hour?

    A. Yes   B. No   C. Do not know

APPENDIX H

SELECTED TRAINING STATIONS' COVER LETTER

P. O. Box 849
Woodward High School
Woodward, Oklahoma 73801

Dear

    You have been recommended by your local Industrial Cooperative
Training Teacher-Coordinator (in some cases known as T & I teacher)
as a training-station employer who could provide valuable information
to me. I am surveying selected ICT training stations in order to
obtain opinions concerning the directly related study hour as it is
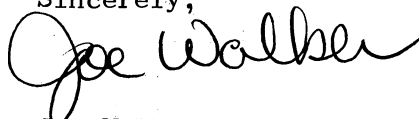utilized in ICT programs.

    This directly related study hour is the period of time during
which the students study the technical information related to the
training you are providing.

    The results from this survey will be strictly confidential. It
will be displayed only in the form of percentages on tables in my
thesis. This thesis is to partially fulfill requirements for my
Master of Science degree from Oklahoma State University.

    The information gathered in this study will help to improve
training provided through ICT programs. Your prompt completion and
return of the questionnaire in the self-addressed stamped envelope
will be greatly appreciated.

    Thank you for your assistance.

                       Sincerely,

                       Joe Walker
                       ICT Teacher-Coordinator

APPENDIX I

SELECTED TRAINING STATIONS' QUESTIONNAIRE

SELECTED TRAINING STATIONS' QUESTIONNAIRE

Name _____

Business _____

City _____

Please circle the letter that best fits your situation.

1. How many years have you been utilizing ICT student trainees?
   Please estimate if not known.

   A. 1-2 years   C. 6-10 years

   B. 3-5 years   D. 11 years or more

2. Are you aware that time in class is set up for the students to
   study technical material which actually applies to their trade?

   A. Yes   B. No

3. Are you familiar with what a student training plan is? And what
   it is used for?

   A. Yes   B. No   C. Do not know

4. Did you help develop a training plan for the students under your
   supervision?

   A. Yes   B. No   C. Do not know

5. Is the technical knowledge received in the directly related study
   hour the main reason you use ICT students?

   A. Yes   B. No   C. Do not know

6. Do you employ high school students who are not in the ICT program?

   A. Yes   B. No

7. Is there any distinguishable difference between the trade
   knowledge and skill of the ICT student as compared to the other
   student employees or other young beginning employees?

   A. Yes   B. No   C. Cannot compare

8. Does the ICT student display greater knowledge and skill than young beginning or student employees?

   A. Yes   B. No   C. Cannot compare

9. Do you have materials that could be utilized for technical study during the directly related study hour?

   A. Yes   B. No   C. Do not know

10. Has your ICT coordinator ever asked you to furnish material for use in the directly related study hour?

    A. Yes   B. No

11. Would your company be interested, or willing, to purchase materials such as books, journal subscriptions, etc., to be placed in the ICT library for use by the students as technical study materials?

    A. Yes   B. No   C. Do not know

VITA

Joseph Sugden Walker

Candidate for the Degree of

Master of Science

Thesis: VIEWS OF THE DIRECTLY RELATED STUDY HOUR AS UTILIZED IN INDUSTRIAL COOPERATIVE TRAINING PROGRAMS IN OKLAHOMA

Major Field: Trade and Industrial Education

Biographical:

Personal Data: Born in Clinton, Oklahoma, July 25, 1966, the son of Harry O. and Ruth V. Walker.

Education: Attended elementary and junior high schools in Clinton, Oklahoma; graduated from Clinton High School, 1964; received the Bachelor of Arts degree in Vocal Music Education in May, 1969 from Southwestern Oklahoma State University; completed the requirements for the Master of Science degree in Trade and Industrial Education at Oklahoma State University, in July, 1975.

Professional Experience: United States Navy, March, 1969-1973; United States Navy Project Transition with Clay County Schools, Green Cove Springs, Florida, October, 1972- March, 1973; Industrial cooperative Training Teacher-Coordinator, Woodward High School, Woodward, Oklahoma, 1973 to present.

Professional Organizations: National Education Association (NEA), Oklahoma Education Association (OEA), Woodward County Teachers Association, Woodward Classroom Teachers Association (WCTA), American Vocational Association (AVA), Oklahoma Vocational Association (OVA), National Association of Teachers of Trade and Industrial Educators (NATTI), Vocational Industrial Clubs of America (VICA), Iota Lambda Sigma.